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| **Lesson 1** | **Lesson 2** | **Lesson 3** |
| **Core Standard** | **3.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.** | **3.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.** | **3.2 Candidates demonstrate understanding of the parts of speech and their functions in sentences.** |
| **Learning Expectation** | **3.1.e Developing Language Grammar**  **Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.**  **3.3 Demonstrating Knowledge of Standard English**  **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | **3.1.e Developing Language Grammar**  **Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.**  **3.3 Demonstrating Knowledge of Standard English**  **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** | **3.1.e Developing Language Grammar**  **Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.**  **3.3 Demonstrating Knowledge of Standard English**  **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** |

**REFLECTION**

**By Pamela Cox**

In all three of my lessons, I addressed the same core standard. The main purpose of these lessons is to teach students what the verb tenses are and how they are used. This core standard fits right with that. Verbs are a big part of each sentence because they tell the noun what to do. In order for students to use Standard English, they must know how to use the verb tenses properly. It is important for students to not only write in proper Standard English but to also talk in Standard English. It is ok for students to use natural dialect but in certain settings, like job interviews, it is important to use proper Standard English.

The assessments that I chose in my lessons were the KWL chart and rubrics for writing assignments. The KWL chart would give me a way to see what the student already knew and what they learned from the lesson. If the student didn’t learn a lot from the lesson, then I would know that I needed to change or rework the lesson. But if I look at the KWL chart and it showed that the student learned a great deal from the lesson, and then I would know that the lesson was successful. The rubrics would give me a set way to grade each student’s paper. That way each paper would be graded fairly and there would be a set list of requirements for the assignment. Giving the rubric to the students ahead of time would let them know what they were responsible for in the assignment and how they would be graded.

Most of the strategies I would use in these lessons get the students involved and moving. I like the acting out verbs activity because it allows the students to see the motion of the verb and tie it to an action. It also allows the students to think about if I am walking today, then tomorrow I will be walking, and yesterday I walked. I also think that giving the students a chance to write a story from their own point of view will give them more ideas to write about. Even though they will be writing about a past event or their future, they are still writing about themselves and how they feel. To implement these activities, I would write my own story and share it with the class as a model. And it will let them see how I would answer the questions.